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ABSTRACT

Included in this resource list of materials on early adolescent issues are the following sections: (1) general reading for parents and professionals, (2) bibliographies for parents and professionals, (3) journals and periodicals for parents and professionals, (4) training materials for professionals, (5) curricula for use with adults and young adolescents, (6) general reading (fiction and nonfiction) for young adolescents, and (7) films for young adolescents. A speech entitled "Sexual Development of Young Adolescents" by Joan Lipsitz is also included. (BJD)

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Early adolescence is a time of great physical, emotional, and social growth. It is a challenging period not only for young adolescents but also for the professionals who serve them. The Center for Early Adolescence gives people who care about young adolescents a place to turn to for help and guidance.

We are a national resource center that provides information, training, and resources for advocacy to professionals who work with 10- to 15-year-olds and their families. Our goal is to help adults understand why they should be concerned about young adolescents and how they can encourage young people's healthy growth and development.

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GENERAL READING FOR PARENTS AND PROFESSIONALS

Abbey-Harris, Nancy, and Kay Rodenberg Todd. Saying Goodbye to the Birds and the Bees: Telling the Real Story: A Guide for Parents. Santa Cruz, Calif.: Planned Parenthood of Santa Cruz, 1980.

Adolescent Perinatal Health. Task Force on Adolescent Pregnancy, American College of Obstetricians and Gynecologists, 1 East Wacker Dr., Chicago, Ill. 60601. 1979. Single copy free. (pamphlet)

Adolescent Pregnancy. Project SHARE, P.O. Box 2309, Rockville, Md. 20852. 1980. Single copy free. (pamphlet)

Adolescent Pregnancy and Childbearing--Rates, Trends, and Research Findings. Dr. Wendy Baldwin, Chief of the Behavioral Science Branch, Center for Population Research, National Institute of Child Health and Human Development, Bethesda, Md. 20014. 1980. Free. (pamphlet)

Aho, Jennifer, and John Petras. Learning About Sex--Guide for Children and Their Parents. New York: Holt, Rinehart & Winston, 1978.

Anastasiow, Nicholas J. The Adolescent Parent. Baltimore: Paul H. Brookes, 1982.

Baizerman, Michael. "Can the First Pregnancy of a Young Adolescent be Prevented? A Question Which Must Be Answered." Journal of Youth and Adolescence, 6 (1977), 343-351.

Brown, Lorna, ed. Sex Education in the '80s. New York: Plenum, 1981.

Calderone, Mary S., and Eric W. Johnson. The Family Book of Sexuality. New York: Harper & Row, 1981.

Calderone, Mary S., and James W. Ramey. Talking With Your Child About Sex: Questions and Answers for Children from Birth to Puberty. New York: Random House, 1982.

Carrera, Michael. Sex: The Facts, the Acts, Your Feelings. New York: Crown, 1981.

Changes and Choices: Your Children and Sex. U.S. Dept. of Health, Education, and Welfare (HSA 80-5647). Washington, D.C.: GPO, 1980. (pamphlet)

- Chilman, Catherine S., Adolescent Sexuality in a Changing American Society. New York: John Wiley, 1983.
- Clapp, Steve. Teenage Pregnancy: A Crisis and Opportunity for the Church. Sidell, Ill.: C-4 Resources, 1979.
- Dickman, Irving. Winning the Battle for Sex Education. New York: Sex Information and Education Council of the U.S., 1982.
- Education in Human Sexuality for Christians. Washington, D.C.: U.S. Catholic Conference, 1981.
- Fairchild, Betty. Now That You Know: What Every Parent Should Know About Homosexuality. New York: Harcourt, 1979.
- Family Life and Sex Education: A Summary of Facts and Findings. Santa Cruz, Calif.: Planned Parenthood of Santa Cruz, 1979.
- Family Planning Services: A Guide for Client Education. U.S. Dept. of Health and Human Services. Washington, D.C.: GPO, 1980.
- Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, N.C.: Center for Early Adolescence, 1982.
- Gordon, Sol, and Irving R. Dickman. Sex Education: The Parent's Role. Public Affairs Pamphlet No. 549. Public Affairs Committee, 381 Park Ave. South, New York, N.Y. 10016. 1977. (pamphlet)
- Gordon, Sol, Peter Scales, and Kathleen Everly. The Sexual Adolescent: Communicating With Teenagers About Sex. North Scituate, Mass.: Duxbury Press, 1979.
- Guide To Adolescent Health Care. Health Care Financing Administration, U.S. Dept. of Health and Human Services, Washington, D.C. 20201. Pub. No. (HCFA) 80-0100. 1980.
- Guidebook for National Family Sexuality Education Week. New York: Planned Parenthood Federation of America, 1981.
- Haas, Aaron. Teenage Sexuality. New York: Pinnacle, 1981.
- Hanckel, Frances, and John Cunningham. A Way of Love, A Way of Life: A Young Person's Introduction to What It Means to Be Gay. New York: Lothrop, 1978. (Written for adolescents about homosexuality, but of general interest to adults ignorant of the topic.)
- Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, N.C.: Center for Early Adolescence, 1980.
- Hofstein, Sadie. Talking to Preteenagers About Sex. Public Affairs Pamphlet No. 476. Public Affairs Committee, 381 Park Ave. South, New York, N.Y. 10016. 1972. (pamphlet)

- How To Talk To Your Teenagers About the Facts of Life. Planned Parenthood Federation of America, 810 Seventh Ave., New York, N.Y. 10019. Rev. ed. 1981. (pamphlet)
- Kirby, Douglas, Judith Alter, and Peter Scales. An Analysis of U.S. Sex Education Programs and Evaluation Methods. Springfield, Va.: National Technical Information Service, 1979.
- Lewis, Howard R., and Martha E. Lewis. Parent's Guide to Teenage Sex and Pregnancy. New York: St. Martin's Press, 1980.
- Morrison, Eleanor, and Mila Price Underhill. Values In Sexuality, A New Approach to Sex Education. New York: Hart, 1974.
- Oettinger, Katherine B. Not My Daughter--Facing Up to Adolescent Pregnancy. Englewoods Cliffs, N.J.: Prentice-Hall, 1979.
- Ooms, Theodora, ed. Teenage Pregnancy in a Family Context. Philadelphia: Temple University Press, 1981.
- Peer Education: An Adolescent Sex Education Program. Monterey, Calif.: Planned Parenthood of Monterey County, 1980.
- Rocktalk. Rock Project, Center for Population Options, 111 Kearny, San Francisco, Calif. 94133. 1980. (Educational package of rock star interviews, discussion guide, and bibliography.) Available in English or Spanish.
- Scales, Peter. Facilitating Community Support for Sex Education. Springfield, Va.: National Technical Information Service, 1981.
- Scanzoni, Letha. Sex is a Parent Affair. Rev. ed. New York: Bantam, 1982.
- Schiller, Patricia. Creative Approach to Sex Education and Counseling. Chicago: Follett, 1978.
- School Health: A Guide For Professionals. Committee on School Health. Evanston, Ill.: American Academy of Pediatrics, 1977.
- Schowalter, John E., and Walter R. Anyan. The Family Handbook of Adolescence. New York: Knopf, 1979.
- "Sex and Youth: A Symposium." Top of the News, Winter 1978. (Reprint available from American Library Association.)
- Sex Education At Home. Syracuse, N.Y.: Planned Parenthood Center of Syracuse, 1974.
- "Sex Education in the Public Schools." Journal of School Health, April 1981. (Special double issue on sexuality education.)
- Smith, Barbara. "Adolescent and Parent: Interaction Between Developmental Stages." Center Quarterly Focus, Fall 1976.

Sommer, Barbara Baker. Puberty and Adolescence. New York: Oxford University Press, 1978.

Stanford, Barbara, and Gene Stanford. Roles and Relationships, A Practical Guide to Teaching About Masculinity and Femininity. New York: Bantam, 1976.

Tanner, J.M. "Sequence and Tempo in the Somatic Changes of Puberty." In The Control of the Onset of Puberty. Ed. Melvin M. Grumbach, Gilman D. Graves, and Florence E. Mayer. New York: Wiley, 1974.

Teacher's Guide to Abortion, Birth Control and Adolescent Counseling. Washington, D.C.: National Abortion Rights Action League, 1978.

Teenage Pregnancy: The Problem That Hasn't Gone Away. New York: Alan Guttmacher Institute, 1981.

Zelnik, Melvin, John F. Kanter, and Kathleen Ford. Sex and Pregnancy in Adolescence. Beverly Hills, Calif.: Sage, 1981.

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- Campbell, Patty. Sex Education Books for Young Adults, 1892-1972. New York: Bowker, 1977.
- Catalog of Family Planning Materials and Supplement. U.S. Dept of Health, Education and Welfare, Public Health Service, Health Services Administration, Bureau of Community Health Services, Rockville, Md. 20857. 1979.
- Daniel, Ronald S. Human Sexuality Methods and Materials for the Education, Family Life and Health Professions: An Annotated Guide to the Audio-Visuals. Heuristics Pub. Co., Drawer 248, 401 Tolbert St., Brea, Calif. 92621. 1979.
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- Dreyer, Sharon Spredeman. The Bookfinder: A Guide to Children's Literature About the Needs and Problems of Youth Aged 2-15. Circle Pines, Minn.: American Guidance Society, 1977.
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- Human Sexuality, A Selected Bibliography for Professionals. New York: Sex Information and Education Council of the U.S., 1980.
- Human Sexuality: Books for Everyone. New York: Sex Information and Education Council of the U.S., 1980.
- Ruden, Charity Eva. Adolescence: Sexuality and Related Concerns. Publications, Dept. of Community Education, Div. of Continuing Education, Rutgers Univ., 35 College Ave., New Brunswick, N.J. 08903. 1980. (Films and other audiovisual materials.)

A Selected, Annotated Bibliography: Minority Adolescent Sexuality and Pregnancy. New York: National Urban League, 1980.

A Selected Bibliography on Sexuality, Sex Education, and Family Planning for Use in Mental Retardation Programs. St. Paul: Planned Parenthood of Minnesota, 1977.

Sex Education for Adolescents: A Bibliography of Low-Cost Materials. Chicago: American Academy of Pediatrics/American Library Association/Planned Parenthood Federation of America, 1980.

JOURNALS AND PERIODICALS FOR PARENTS AND PROFESSIONALS

Current Information Service. Monthly. Mental Health Materials Center, 30 East 29th St., New York, N.Y. 10016.

Emphasis Subscriber Service. Variety of publications available on subscription basis from the Education Department, Planned Parenthood Federation of America, 810 7th Ave., New York, N.Y. 10019.

Family Life Educator. Quarterly. National Family Life Education Network, 1700 Mission St., Suite 203, Santa Cruz, Calif. 95060.

Family Relations. Quarterly. National Council on Family Relations, 1219 Univ. Ave. S.E., Minneapolis, Minn. 55414.

Health Education. Bimonthly. American Alliance for Health, Physical Education, and Recreation, 1201 16th St. N.W., Washington, D.C. 20036.

Impact, The Journal of the Institute for Family Research and Education. Annual. 760 Ostrum Ave., Syracuse, N.Y. 13210.

Information Services Bulletin and Health Education Bulletin. Bimonthly. National Clearinghouse for Family Planning Information, P.O. Box 2225, Rockville, Md. 20852.

The SIECUS Report. Bimonthly. Sex Information and Education Council of the U.S., 80 Fifth Ave., New York, N.Y. 10011.

TRAINING MATERIALS FOR PROFESSIONALS

Beresford, Terry. How to Be a Trainer. Baltimore: Planned Parenthood of Maryland, 1980.

Brown, Jean, et al. Parent Child Sex Education: A Training Module. St. Joseph, Mo.: Parent Child Experience, 1978 .

Community Sex Education Programs for Parents, A Training Manual for Organizers. Syracuse, N.Y.: Institute for Family Research and Education, 1977.

Dorman, Gayle, and Dick Geldof. Parents and Young Adolescents: Talking About Sex: A Planning Guide for a One-Day Conference. Carrboro, N.C.: Center for Early Adolescence, 1982.

Helmich, Joan, and Jan Loreen. Sexuality Education and Training: Theory, Techniques and Resources. Seattle, Wash.: Planned Parenthood of Seattle/King County, 1978.

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Wuerscher, Anne, and Phyllis R. Goldman. Communicating About Sexuality: Parent and Child: A Guide for Training Family Educators and Counselors. Farmington, Conn.: Univ. of Connecticut Health Center, Dept. of OB/GYN, Family Planning Program, 1981.

CURRICULA FOR USE WITH ADULTS AND YOUNG ADOLESCENTS

- Alter, Judith. Parent Sex Education Curriculum. Bethesda, Md.: Mathech, 1982.
- Barr, Linda, and Catherine Monserrat. Working With Childbearing Adolescents. A Guide for use with Teenage Pregnancy: A New Beginning. Both available from: New Futures, 2121 Louisiana N.E., Albuquerque, N.M. 87110. 1980.
- Bignell, Steven. Family Life Education: Curriculum Guide (Parts I and II). Santa Cruz, Calif.: Planned Parenthood of Santa Cruz, 1979.
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- Bosch, Kathryn S. Changes and Choices: Human Growth and Development: A Curriculum Guide for Classroom Use, Fifth and Sixth Grades. Northampton, Mass.: Family Planning Council of Western Massachusetts, 1982.
- Bosch, Kathryn S. Growing (Up) Together: Sexuality and Communication: A Curriculum Guide for Parents and Children. Northampton, Mass.: Family Planning Council of Western Massachusetts, 1982.
- Bosch, Kathryn S. What Should We Tell the Children? A Curriculum Guide for Parents. Northampton, Mass.: Family Planning Council of Western Massachusetts, 1982.
- Calderwood, Deryck. About Your Sexuality. (Multi-media). Unitarian Universalist Association, 4 West 76th St., New York, N.Y., 1977.
- Cooperman, Carolyn, and Chuck Rhoades. New Methods for Puberty Education. Morristown, N.J.: Planned Parenthood of Northwest New Jersey, 1983.
- In-Between: A Family Life Education Curriculum for Early Adolescents. Memphis, Tenn.: Planned Parenthood Center for Memphis, 1981.

GENERAL READING FOR YOUNG ADOLESCENTS

Nonfiction

- * Bell, R. Changing Bodies, Changing Lives: A Book for Teens on Sex and Relationships. New York: Random House, 1981.

Developed by the authors of Our Bodies, Ourselves. Gives teens information about sex, body development, relationships, and emotional health. Somewhat liberal approach. Encourages teens to consider options carefully and to act responsibly.

- Comfort, Alex, and Jane Comfort. The Facts of Love: Living, Loving and Growing Up. New York: Crown, 1979.

Clear presentation of fact and a thoughtful discussion of how relationships develop and grow. The authors clearly state that the opinions in the book are their own and that not all parents will agree with everything that is said. The illustrations are remarkably good.

- Eagan, Andrea Boroff. Why Am I So Miserable If These are the Best Years of My Life?: A Survival Guide for the Young Woman. Philadelphia: J.B. Lippincott, 1976.

Encourages young women to be self-determining. Includes factual information on physiology, menstruation, venereal disease, and birth control.

- Edens, David. The Changing Me. Nashville, Tenn.: Broadman Press, 1973.

Factual information about reproduction, anatomy, intercourse, puberty, masturbation, and family life. Recommended for Christian parents who want their children to have the facts about sexuality within a religious framework. For 9- to 11-year-olds. Part of the "Sexuality in Christian Living" series.

- Gardner-Loulan, J., B. Lopez, and M. Quackenbush. Period. San Francisco: New Glide Publications, 1980.

Written in a warm, appealing style. Answers young women's typical concerns about menstruation. Also deals with topics such as excess hair and weight.

- * Also appropriate for older adolescents.

- * Gordon, Sol. Facts About Sex For Today's Youth. Rev. ed. Charlottesville, Va.: Ed-U-Press, 1979.

An overview of sexuality for teenagers. Birth control methods are not discussed in detail. Gordon states his belief that it is not a good idea for teenagers to have sex and thus risk pregnancy, venereal disease, and emotional harm.

- * Gordon, Sol. The Teenage Survival Book. New York: Times Books, 1981.

Realistic, entertaining, and insightful "self-improvement" book for adolescents (14 or 15 years old and up). Contains information about mental health, sexuality, and relationships, along with suggested activities and bits of wisdom like "when you are bored, you are boring to be with."

- Gordon, Sol. You Would If You Loved Me. New York: Bantam, 1978.

This book will arm a teenage girl with one-liners that all say "no" to proposals to engage in intercourse. Some discussion of sexual pressures, why saying "no" is a good idea, and how to be friends after saying "no."

- Growing Up: Specially for Pre-teens and Young Teens. Syracuse, N.Y.: Planned Parenthood Center, 1973.

Provides information about puberty for boys and girls by answering the question "What is happening -- or will happen -- to me as I grow up?" Encourages young people to talk to parents and other adults.

- * Johnson, Eric W. Love and Sex in Plain Language. New York: Bantam, 1977.

Discusses puberty, reproduction, sexual intercourse, birth control, venereal disease, dating, and love. Easily understood by the average teenager. Emphasizes accepting responsibility for one's actions and caring for others.

- Johnson, Eric W. Sex: Telling It Straight. Philadelphia: Lippincott & Crowell, 1979.

Written for adolescents with poor reading ability or those in an inner-city environment.

- * Also appropriate for older adolescents.

- * Kelly, Gary. Learning About Sex: A Contemporary Guide for Young Adults. 3rd ed. Woodbury, N.Y.: Barrons, 1983.

Without neglecting basic factual information, this book focuses on attitudes and the process of sexual decision making.

- Lorrigo, Marion, and Helen Southard. Finding Yourself. Chicago: American Medical Association, 1976.

Covers puberty, reproduction, sexual intercourse, relationships, and venereal disease. Contraception is not discussed. Supports premarital chastity.

- Mayle, Peter. What's Happening To Me? Secaucus, N.J.: Lyle Stuart, 1975.

The story of puberty with humorous illustrations. Special emphasis on individual differences and feeling comfortable about the physical and emotional changes of puberty. Usually well received by pre- and young adolescents.

- * McCoy, Kathy, and Charles Wibbelsman. The Teenage Body Book. New York: Pocket Books, 1978.

Comprehensive and practical guide to understanding the physical and emotional changes of adolescence. Chapters on anatomy, puberty, sex, parenting, birth control, and venereal disease. Also interesting chapters such as "I Need to be Beautiful" and "Your Changing Feelings."

- Pomeroy, Wardell B. Boys and Sex (rev. ed.) and Girls and Sex (rev. ed.) New York: Delacorte, 1981.

Written in a straightforward, objective, and nonjudgmental way, using language that is easily understood. For mature young adolescents and older adolescents.

- Tepper, Sheri S. The Problem with Puberty. Denver, Colo.: Rocky Mountain Planned Parenthood, 1976.

Booklet reassures boys about body changes, relationships with girls, and sexuality, and dispels the macho myth.

- Todd, Kay Rodenberg, and Nancy Abbey-Harris. The birds, the bees and the real story: a teen handbook on sexuality. Santa Cruz, Calif.: Planned Parenthood of Santa Cruz, 1980.

- * Also appropriate for older adolescents.

Winship, Elizabeth. Ask Beth: You Can't Ask Your Mother. Boston: Houghton-Mifflin, 1976.

Teenage advice columnist Beth Winship presents her responses to some of the questions most frequently asked by teens. Questions cover concerns from peer relations to religion. Many ask about sexuality and sex-related topics.

Fiction

For those who are just entering or who have not yet entered puberty.

Blume, Judy. Are You There God? It's Me Margaret. New York: Dell, 1970.

Thirteen-year-old Margaret Simon has a lot of things to think about--especially growing up physically "normal."

Blume, Judy. Then Again, Maybe I Won't. New York: Dell, 1971.

Thirteen-year-old Tony Miglione isn't happy about moving to a new neighborhood. He must deal with a new school and burgeoning sexual yearnings.

Donovan, John. I'll Get There, It Better Be Worth the Trip. New York: Dell, 1969.

Davy, 13 years old, is propelled into a moment of sexual affection with his only friend, another 13-year-old boy.

Leeuwen, Jean. I Was a 98 Pound Duckling. New York: Dell, 1972.

Kathy turns 13 and finds out that being a teenager can be difficult.

Neufeld, John. Freddy's Book. New York: Random House, 1973.

Freddy Alexander has become preoccupied with the mysterious subject of sex. It all starts when he sees the word "fuck" written on the walls of the boys' bathroom at school.

Pascal, Francine. My First Love and Other Disasters. New York: Viking Press, 1979.

A 15-year-old's first love.

Fiction

Sexual themes. For those who are well into puberty and exploring their own sexuality.

Childress, Alice. Rainbow Jordan. New York: Putnam, 1981.

A young girl's decision making in larger coming-of-age context.

Elfmann, Blossom. Girls of Huntington House. Boston: Houghton-Mifflin, 1972.

Pregnancy.

Hart, S. Bruce, and Carole Hart. Waiting Game. New York: Avon-Flare, 1981.

First sexual experience; young adolescent girl and older boy.

Hautzig, Deborah. Hey, Dollface. New York: Greenwillow, 1980.

Same-sex feelings, girls.

Lee, Mildred. Sycamore Year. New York: Lothrop, 1974.

Pregnancy, abortion.

Le Guin, Ursula. Very Far Away From Anywhere Else. New York: Atheneum, 1976.

Abstinence, male viewpoint -- well written.

Madison, Winifred. Growing Up In a Hurry. New York: Little, Brown, & Co. 1973.

Pregnancy, abortion.

Neufield, John. For All the Wrong Reasons. New York: New American Library, 1973.

Pregnancy, teen marriage.

Scoppetone, Sandra. Trying Hard to Hear You. New York: Harper & Row, 1974.

Male homosexual relationship.

FILMS FOR YOUNG ADOLESCENTS

Am I Normal? (16 mm or videocassette, color, 22 min., 1979) New Day Films, P. O. Box 315 Franklin Lakes, N.J. 07147. (201) 891-8240

An outstanding film about the concerns of young adolescent boys. It depicts 13-year-old Jimmy's quest to discover the truth about the body changes he is experiencing. With humor and understanding, the film answers many of the sex-related questions asked by young adolescents.

* Condom Sense. (16 mm or videocassette, color, 25 min., 1982) Perennial Education, Inc., 477 Roger Williams Ravinia, P.O. Box 855, Ravinia, Highland Park, Ill. 60035. (800) 323-9084

A very original, highly informative film aimed at encouraging men to take a more active role in contraception. Using comedy to dispel the myths and complaints associated with condom use, the film presents accurate information about birth control and opens up issues of communication and responsibility in relationships. In addition, Condom Sense addresses the woman's perspective on contraception and sexuality. It is totally appropriate for showing to female audiences.

Dear Diary. (16 mm video cassette, color, 25 min., 1981) New Day Films, P. O. Box 315, Franklin Lakes, N.J. 07417. (201) 891-8240

The companion film to Am I Normal? Janie is 12 years old and filled with questions about her changing body, new feelings, and all the pressures on her to become a new kind of person -- a woman. A series of warm and humorous encounters with parents, teachers, and community professionals give her the information and reassurance she needs.

It Must Be Love 'Cause I Feel So Dumb. (16 mm, color, 29 min., 1976) Learning Corp. of America, 1350 Ave. of the Americas, New York, N.Y. 10019. (212) 397-9330

A humorous and touching film that deals sensitively with young adolescents' concerns about size, physical appearance, social skills, death, and family relationships, and captures the awkwardness of adolescent first love. Eric is an engaging junior high school student who would like to become acquainted with Lisa, a pretty and popular cheerleader.

* Also appropriate for older adolescents and adults.

THEN ONE YEAR. (16 mm or videocassette, 19 min., 1972) Churchill
Films, 662 N. Robertson Blvd., Los Angeles, Calif. 90069.
(213) 657-5110

An excellent film on all aspects of puberty. It covers both the male and female reproductive systems and it emphasizes the wide variation in normal growth and maturation rates. Highly recommended for use with coeducational groups.

In-Between: A Family Life Education Curriculum for Early Adolescents.
(See list of curricula.)

Includes three excellent trigger films to be used in sequence at various points in the curriculum. The films realistically portray the physical, social, and emotional problems and decisions confronting the "in-between" age group. The films, all open-ended, accomplish their goal of triggering discussion.

Sexual Development of Young Adolescents

by Joan Lipsitz

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University of North Carolina at Chapel Hill

Sexual Development of Young Adolescents*

by Joan Lipsitz

Last week I was returning from a trip to New York on a jumbo jet. I thought I was going to use the time between the LaGuardia and Raleigh/Durham Airports to start preparing for this talk, but I couldn't concentrate, so I plugged myself into the earphones and listened to Eastern Airlines' "Popular Sounds." Within 10 minutes I heard Barry Manilow telling me that "all I could taste was love the way you made it," a rather vivid image, and Natalie Cole asking someone to "touch me one more time the way you did Sweet Daddy last night." Inadvertently, I had begun preparing for this talk.

I think the word "inadvertently" is an important one. I am going to be talking about early adolescent development. It is easy to forget that young people grow up in a teasing, sexual culture where they pick up a great deal of sex education in this country, even 30,000 feet in the air between New York and Raleigh. Barry Manilow and Natalie Cole are not punk rock singers setting out to shock mainstream American values. They ARE mainstream America. They help form the climate within which young adolescents resolve, for better or for worse, the tasks of early adolescent development.

I want to talk about those tasks, trying to emphasize the ways in which mainstream American culture helps or impedes early adolescent development. I also want to draw attention to the implications of the tasks of adolescent development for educators concerned with healthy sexuality.

When I talk about young adolescents, I am referring to 10- to 15-year-olds. I am concerned about this age group because it is a critical time in human development, second to no other age group, not even to infancy, in the amount and velocity of growth and change that occur. It is, therefore, a time of considerable plasticity, a time when a young person can be influenced for better as well as for worse. In other words, it is a second chance. Despite all this, policy-setters and professionals tend to ignore this age group. We expend most of our energies and financial resources on young children and older adolescents. This "middle" group gets left out time after time.

I am also concerned because this so-called "middle" group sometimes is inappropriately included in policies and programs, as if what makes sense for a 17-year-old will be suitable for a 13-year-old. I would like to see us turn our attention to what early adolescent development is all about first, and then, and only then, begin to talk

*Speech given before the American Association of Sex Educators, Counselors, and Therapists, March 1980.

about programs and services. Our efforts with young adolescents must be based on realistic and appropriate expectations about early adolescent development and what it means to be in this critical time of growth and change.

There is a line from Auntie Mame that goes something like, "How bleak was my puberty in Sioux Falls, and puberty and Sioux Falls are redundant." In this country, certain age groups, like certain cities, are stereotyped and are a source for humor. When adolescence is not seen as humorous, it is seen as a pathological time in life. This is one of the serious myths that we have about adolescence, that it is pathological, that it is by its nature a time of storm and stress, that adolescents are crazy, off the wall, at the mercy of their hormones, governed by intrapsychic forces over which we can have no control. I want to talk to you about adolescent development first in terms of some of the myths that we have about this age group, myths which I consider to be very destructive to these young people at such a vulnerable time in their development.

Is this a pathological time in the life span, as the stereotype of this age group would have it? In fact, somewhere around 80% of adolescents manage to cope with this time of remarkable change and growth with the coping skills that will serve them for the rest of their lives. Coping skills are established quite early and our styles of coping appear to remain somewhat stable throughout our lives. What this means is that adolescence is as normal as any other time in life. In other words, 80% of adults fare well in coping with day-to-day life and change, just as 80% of adolescents do. We may not like the fact that 20% of us do not do that well, but we must accept the fact that either all of us are in a constantly pathological time in life, or that adolescence is a normal time of development. The statistics about distress are the same for adults as they are for adolescents.

Now among the 80% who cope well, there are three types of development that have been identified. Approximately 30% of adolescents experience what is called continuous development, apparently easy, synchronized growth not marked by any undue storm or stress. Approximately 40% experience what is called surgent growth, growth marked by starts and stops, by times of stress and times of calm, by peaks and by plateaus. And then 30% experience what is called tumultuous development, the storm and stress that in our inappropriate expectations we expect all adolescents to experience.

We know that if storm and stress are to occur, they are more likely to occur during early adolescence than during middle adolescence, when we tend to expect them to. By tenth grade, parents report an easing of tension with their young adolescents. So do teachers. Unfortunately, since we expect the tensions to escalate, we ask ourselves, "If it's like this now when my child is 12, what will it be like at 15 or 16?" The answer is that it will probably be better, whatever the "it" is. But because we expect an escalation, an unending, riotous escalation of tensions, we batten down the hatches and resolve to ride out the storm. Or we may clamp down with inappropriate controls in expectation of worse times to come. Or we may throw our hands up in despair and abdicate all responsibility. We

misread the signs of normal early adolescent behavior and overreact.

The second harmful myth is the myth of homogeneity. I really have never understood why it is that despite all our personal experience to the contrary, we insist upon thinking that "they" are all alike, they out there, the teenagers, a homogeneous group. This leads to a dangerous mind-set in which we assume the inevitability of a generation gap, because they are "they" and we are "we."

The fact is that contrary to our expectations of homogeneity, there is no more wildly variable group that we can deal with than young adolescents. Any junior high school teacher can tell you this. In fact, all of our experiences tell us this. Because of the extreme variability in development, there can be a six year span in biological development between a quickly developing girl and a slowly developing boy, and here I am talking only about biological development. When you think about all the ages that a young adolescent juggles -- biological, social, emotional, intellectual, academic -- it makes a mockery of chronological age. In fact, we could call this the myth of chronological age as well as the myth of homogeneity. To be told that someone is 13 is to be told just about nothing about that person expect perhaps grade level in school.

The third myth that we see malfunctioning daily in our society is that young adolescents are children. There is a secular trend that indicates that the onset of puberty has occurred four months earlier every decade since the beginning of record-keeping in Scandinavia in the mid-nineteenth century. It is possible that this trend has now ended. In fact, it is possible that it ended a generation ago. We are not sure. There seems to be some limit to how early human beings can develop the capacity to reproduce. Nevertheless, if we assume that this trend ended in approximately 1960, when we take one social institution, the junior high school, which began in about 1910, there were 50 years between 1910 and 1960, which means five decades, times four months, which equals approximately two years that young adolescents are now biologically in advance of the young adolescents for whom the junior high school was established. There may be a serious lack of fit between schooling for young adolescents and the young people who are in those schools.

Since the gap between the ability to reproduce and engaging in sexual behavior that leads to reproduction seems to be narrowing, we consider these young children very much at our risk and their risk. We cannot hide our heads in the sand and comfort ourselves by ignoring signs of distress among young adolescents. And there are some very scary statistics about this age group. For instance, seventh graders, out of all of the years in schooling, are the most likely to be assaulted. The average age of runaways in this country is 14.5. The juvenile crime rate is soaring, and some investigators report that it appears to "blossom" at around age 14 -- some say at age 12 for repeating offenders. The only age group in this country for which the birth rate is not decreasing is among girls 15 years old and under. The adolescent suicide rate is rising alarmingly and may have recently become the second leading cause of death among adolescents. The average age of children in foster care in this country is now 12. The

average age of initiation to alcohol is somewhere around age 12, and approximately 20% to 30% of eighth graders in America drink excessively. These are extremely troubling statistics, and they indicate, to me at least, that we need to take a new look at the kinds of services that we provide for this age group.

When we call them children, we are trying to bask in some mythical idea of childlike innocence and playfulness.

Now of course, some young adolescents are still quite innocent and very playful. And the scary statistics represent only a small percentage of an otherwise healthy and coping population of young adolescents. Variability in developmental patterns and cultural expectations will determine the rapidity of the onset of adolescence. We must break out of the mind-set that makes us see all young adolescents as children. Some are, some are not. One 14-year-old on a youth panel at a conference in Houston, in a drug program, flagrantly sexually active, complained that when her boyfriend called, her mother would say, "Just a minute, she is outside playing." She wasn't playing. Other young adolescents are outside playing.

A fourth myth that is harmful to adolescents is our expectation of continuous, uniform, synchronized growth. Just as there is great variability among adolescents where their growth patterns are concerned, there is variability within each adolescent in terms of the various types of growth that are occurring at one time. Biological, social, emotional, and intellectual growth are not synchronized. When we assume that a boy of 12 who is tall for his age is therefore emotionally or intellectually mature, we place inappropriate pressures on him for adultlike behavior. Girls who develop rapidly physically experience considerable pressures not just from adults but from older boys. Similarly, slowly developing boys are assumed to be children emotionally and socially long after they are ready to assume greater responsibility for their lives. Growth is not continuous and uniform. We hurt young people when we act on the assumption that it is.

The fifth myth that I want to talk about is one that always gets me into a lot of trouble. This is the myth that adolescence is "transitional." We are so used to thinking of adolescence as being a transitional time in life, that we rarely ask ourselves why it is any more transitional, for instance, than being a toddler is? All stages in life are marked by growth and change. Why do we label one, and only one, transitional? I resist calling adolescence transitional because I feel that it is a cop-out. It is a way of saying that because they will grow out of "it," we don't have to pay attention to them while they are in "it." It is a way of saying to young people that what they are experiencing in the here and now is transitory and therefore not of the intense importance that they see it as being. The here and now is at no time in our lives more intensely experienced than when we are adolescents. What we are saying to too many young people is, "Be good, have fun, stay out of trouble, prepare for life, and we'll get back to you later when we like you better and understand you more." That is why I resist labeling this group as transitional. I am in this case less concerned with whether this is a myth or not, than I am with the types of behavior it leads to on our part when we

call adolescence a transitional time in life. I think it leads to dangerous behavior on our part. I think it wipes kids out. They don't feel transitional. They feel very real right here right now, and it is in the here and now that we must address their needs.

Young adolescents' needs result from developmental tasks that I would now like to summarize briefly for you. Again, my emphasis is on what we should expect, what is typical, and what our appropriate expectations should be for the healthy development of young adolescents. Biologically, adolescence is marked by a remarkable growth spurt, the appearance of secondary sex characteristics, and the onset of puberty. For girls, the average age for the beginning of the adolescent growth spurt is 9.6. The growth spurt reaches its peak velocity at 11.8. Menarche, or the onset of menstruation, begins at an average age of 12.9, perhaps earlier for black girls. These average ages, however, are computed from a span of approximately four years. For boys, the marker events occur approximately two years later. This leads to that possibility of a six-year difference in biological age between a rapidly developing girl and a slowly developing boy of the same age. You know, there is not universal agreement about what the parallel marker event for boys is when we say that menarche begins at age 12.9 for girls and the parallel marker event is two years later for boys. Most people say it is ejaculation. At 13, my son identified his own definition of the onset of puberty by saying that puberty is when you grow hair and smell. At 14, he has decided it is when you lose weight and gain pimples. These are fine functional definitions!

There are many tasks to be resolved that are grouped under a heading of socio-emotional development. One of these tasks is individuation, forming a sense of inner identity, experiencing a continuity between the inner and the outer selves, a sense of continuity of oneself from one moment to the next moment, integrating past experiences into one's sense of self, experiencing for the first time -- and it is the first time in a human being's life -- experiencing a sense of the future, knowing that we have a destiny, a personal destiny and a social destiny. During this time, as we are considering the images that come to us from the outside and our inner sense of ourselves, our self-esteem is very much on the line. It can be a fragile time. It can also be an extremely exciting time for adults who work with young adolescents, since young adolescents are on the threshold of being able to say, for the first time, "I have a future," and to make a commitment to that future.

Forming commitments is another socio-emotional task for young adolescents. It includes the capacity to interact with others, to make a social commitment. It includes the capacity to consider vocational concerns. We do not as a society give young people opportunities to try out different roles and commitments exactly at the time in their lives when they are ready to, during early adolescence. One of the reasons that we don't is related to two of the myths that I discussed, first that they are children and second that this is a pathological time in the life span. Young adolescents are considered irresponsible, even dangerous. We do not invite them to accept socially responsible roles. Except, of course, in the

evening when these young people are the babysitters of our nation, when we entrust to them our most precious possessions, our own children. Then they are responsible for life and limb, for entire households. We are wildly inconsistent with this age group at a time when consistency of expectation is important, since they are defining themselves as individuals and as members of society.

Probably the most discussed and distressing task during adolescence is the task of separation, including the capacity to function on one's own. We misread many of the signals that young adolescents give us. We think of separation as an all-or-nothing process. At the first sign of strivings for independence, we assume that everything is going up for grabs. We may, in reaction, clamp down with inappropriate controls, or, as I said before, abdicate all responsibility. We fail to read those signals that adolescents are sending out to us that indicate their continuing need for dependence and emotional support.

Separation is a lifelong process, not a one-time event. Young adolescents begin to detach themselves from us in terms of their associations with peers and their behaviors as viewed in dress, language, and preferences in music. They are not yet ready to become fully autonomous human beings with their own value systems, emotionally independent from their parents or other adults. The peer group is the lifeline for adolescents as they test out various roles and commitments and relationships, but adults are also lifelines for adolescents. Probably the hardest thing for parents and other adults working with adolescents to do is to read correctly the signals that these young people send to us about their progressive need for detachment but their continuing need for adults who set limits and allow for emotional dependence.

We create emotional pushouts when we misread the signals. Young adolescents, when asked who the most important people are in their lives, will identify a parent, usually a mother, as the most important, and not a member of the peer group. Girls in training school, many of whom cannot identify a parent as the significant other, state that they wish they could. Just as we must not fear the peer group because it is a critically important aspect of the support system for adolescents, we must also not underestimate our own importance in young people's lives.

A word about the peer group is in order. The one problem that appears reliable as a predictor of future delinquent behavior is a young person's inability to function in a peer group. That is one reason why the question "Who are your friends?" is such an important one to ask young people. It is a critical indicator of the young person's development. We tend to fear the peer group. In fact, the term "peer group" is a pejorative one. As adults, especially in schools, we set ourselves up in opposition to or in competition with the peer group. The peer group has its place. So do we. We must be careful not to foreclose either of these crucial relationships.

There are many adults who serve as "significant others" in the lives of young adolescents, and adolescents need access to as many of

them as possible. We can never as adults overestimate our importance to adolescents.

Another socio-emotional developmental task during adolescence is outgrowing certain characteristic forms of egocentrism. Every stage in life has aspects of egocentrism peculiar to that particular stage. There are two that flourish during early adolescence that we see functioning daily in the lives of these young people. The first has been called the "imaginary audience." Everyone out there is looking at me. I am always on stage. I am never alone. Everything counts, everything that I do, everything that I wear, everything that I say. This exquisite self-consciousness that can at times be very painful is based on what sometimes appears to be a cosmic egocentrism or self-importance. As development continues and the young person successfully becomes an individual with an inner identity, capable of intimacy and personal relationships, he or she works his or her way out of this form of egocentrism. Another type of egocentrism is called the "personal fable." It appears to contradict the imaginary audience. In the personal fable, I am alone, no one understands me, I am unique, no one experiences what I am experiencing. My story is my own, unique to me. This is the first time in a person's life that this type of existential loneliness is felt. Sometimes the personal fable includes a sense of immortality. Because I am unique, I am unlike everyone else; I will not die; I will not crash in this car; I will not become pregnant. It can't happen to me. I am immune. Thus, the risk-taking behavior characteristic of and necessary to adolescence can become very dangerous. Behaviors that are the result of these two forms of egocentrism can be humorous, troubling, irritating, deeply disturbing. They are normal.

A quick word about cognitive development. During early adolescence many of us make a shift in our capacity to think, from needing to rely on the concrete example to being able to form abstractions. This is an exhilarating phenomenon because it is so uniquely human. We begin to be able to think about thinking, to generalize, to consider metaphors, to appreciate theorems, everything that has to do with the ability to deal with abstract thought. Without this capacity we are truly incapable of forming independent moral judgments. It is this onset of what is called formal operations, this ability to think abstractly, that makes it possible for young adolescents to question adults' values. This questioning is a normal and critical aspect of human development. In fact, this shift to formal operations probably underlies many of the socio-emotional tasks that I have already described. For instance, we are probably not able truly to become individuals with a coherent, cohesive sense of identity without this shift in intellectual development. We are also not able to break through that sense of immunity that blocks us from adopting preventive behaviors. Living with adolescents who are always questioning and questing and testing may not be the easiest of tasks for adults. It is certainly not easy to deal with the way they slip-slide away, one day seeming to take responsibility for themselves, the next unable to keep track of their homework, let alone their lives. Nonetheless, without that questioning and questing, without the slip-sliding, young people would not realize their full human potential. If we recognize the

importance of this erratic intellectual development, we can truly become the mentors that they so deeply wish us to be.

Now I'd like to do what I said I would try to do at the outset and relate some of these tasks to the direct concerns many of you have in your professional lives. But first I want to re-emphasize that I think it is crucial to keep a firm perspective about the normalcy of adolescence. For instance, in citing statistics about teenage pregnancy, it helps to remember that 97% of unmarried teenagers are NOT becoming pregnant. This is not a statistic we hear or read about in the epidemic of articles and books on teenage pregnancy. I cite it not to minimize the effects of an unplanned pregnancy on the present and future life of an adolescent but rather to emphasize a perspective that is often lost. The great majority of adolescents either abstain from sexual intercourse, take responsible measures to protect themselves or their partners from pregnancy, or are lucky.

I'd like to return to one or two points I've already made about early adolescent development and discuss them briefly in terms of adolescent sexuality.

The nature of adolescent cognitive development has important implications for sex educators. Planned Parenthood, along with everyone who is anyone in my book these days, is recommending "better education" for adolescents as a way of preventing teenage pregnancy. On the basis of researchers' recent work on adolescent cognition, I would have to question what that "better education" might be. Having information about contraceptives is not enough. What appears to determine whether or not adolescents will use contraceptives is acceptance of themselves and their sexuality. But acceptance of sexuality requires cognitive as well as emotional maturity.

Most discussions of pregnancy prevention assume the adolescent's capacity to anticipate consequences, to consider what is a probable outcome of personal behavior, or to project oneself in one's "mind's eye" into the future. In other words, prevention is based on an ability to approach problem solving by engaging in formal operational thought. But young adolescents are just beginning to have this capacity, and only some of them are even beginning. How can a young adolescent understand the idea of prevention? I mentioned the "personal fable" before, that form of egocentrism that leads an adolescent to say, "It can't happen to me" (a form of egocentrism known intimately by adults who smoke, may I add, and by many adults who fail to protect themselves against fire, theft, v.d., unplanned pregnancy, and other human calamities). A young adolescent, locked in that personal fable, unable to think about contingencies and probability, and sorting through what it means to be feminine, let us say, in a culture that teaches that to be feminine is NOT to be prepared (that's the Boy Scouts' motto, remember), is unlikely to respond to a sex educator's dream course on human sexuality that is based on the best of what we know about prevention. Because the best of what we know is not appropriate to early adolescent development! A developmental perspective of cognition should pervade curriculum development and direct service delivery -- but it usually doesn't.

There is another example of the need to look at young adolescents separately. Researchers have found that late adolescents (18-19) are rather realistic and future-oriented in their experience of sex, as in their thinking about careers and marriage. Middle adolescents (15-17) tend to romanticize sexuality, wavering from asceticism to hedonism. But young adolescents appear to experience sex in a depersonalized way and are filled with anxiety and denial about it. At the same time, we know that even college students who are anxious, guilty, and negative about sex are more likely to risk an unwanted pregnancy than their less anxious peers are. So we can assume that the depersonalized, anxious, denying manner in which young adolescents experience sex is not going to lead to preventive behavior.

Now, combine early adolescent cognition, the personal fable, this anxiety of early adolescence, and the gender-role definitions about what is feminine and what is masculine, with Natalie Cole and Barry Manilow, with an ambivalent American culture that sees as promiscuous in adolescents what is acceptable for adults, but that makes sex ubiquitous publicly, with spermicidal creams on supermarket shelves, sexual innuendoes on TV programs, and so-called "sophisticated adult" magazines openly displayed on newsstands. Sex is fun, harmless, adult -- and forbidden. I think the combination of early physical maturation, risk-taking behavior, egocentrism, the inability to think futuristically, and this ambivalent, contradictory culture is more than most of us want to face up to. Add to that the growing need young adolescents have, as they mature, for meaningful social commitment in a society which puts its young people on "hold" in order to reduce the strain on a glutted job market. To be a young adolescent with a newly forming sense of destiny facing a 35% youth unemployment rate is to be turned away from the future, intensively toward the present. Society has few cogent arguments to make about delayed gratification in this context. Put together early adolescent development, America's sexual ambivalence, and adolescents' vulnerability to economic forces, and I think you have social dynamite.

I realize I'm not making life easier for you this afternoon. It is not my point, however, that there is nothing we can do to facilitate the healthy development of young adolescents. In fact, my point is quite the reverse. But until we start recognizing the fact that young adolescents require different services than middle and older adolescents, we will be defeated. Until we recognize the social and economic vulnerability of adolescents, we will be defeated. And I have one more "until": until we look squarely at ourselves, we will be defeated.

Let me end by telling you what I mean by that last "until." Last year there was a small conference on adolescent sexuality and teenage pregnancy, and rather prestigious adults were trying hard to decide why adolescents don't use contraception. After 1-1/2 days of listening to this, it dawned on me that I was really very confused. In a small group session, with about 12 or 15 people sitting around a patio on a glorious Midwestern day, I got up my courage and confessed that I didn't use contraception the first time -- or the second -- or maybe the third (I can't remember the third time!) and that I would

understand more why "they" don't if I could understand why I didn't. Maybe then I could understand what would have helped me, what was lacking and what was needed, in order for me to protect myself. I really went out on a limb, being so personal and confessional. But I want to tell you something. Slowly, almost everyone in that group confessed that he or she also did not use contraception the first time. We were really amazed. There we had been, talking about "them," as if they were different from us. We had the most productive, exciting two-hour session I think I've ever been a part of, as we sorted through our own lives. When we finished, we were really capable of talking about adolescent sexuality. I don't think we had been when we began.

Let me give you another example. Some of us at that meeting were concerned that the women's movement has let boys off the hook, that since women are proclaiming their mastery over their bodies, men no longer feel the need to take responsibility for contraception. One person suggested that the necessary next step for the women's movement may be to get girls to carry condoms. Now, I do think that goes against a lot of what we know about the sensitivity of gender identity during early adolescence. Nonetheless, I was intrigued. So, when I got home, I decided to go to a neighborhood drugstore where I am known and where it is known that I am not married, and buy some condoms. I cannot tell you how awful that was! I thought I could go in, suavely reach for a package, and with great cool, charge it to my account. But the array overwhelmed me! It took so long to read all the different packages while under the curious eye of the friendly druggist that I could barely stand it. I finally just reached for something, anything, and paid in cash, and fled. I found myself with some product that bears some ridiculous name like "Golden Adonis." Now, if I have trouble doing this, who am I to tell a 15-year-old that it's easy?

My point is that I think some self-scrutiny is essential. It can cut through a lot of rhetoric and keep us honest. So, I'll give you my three "untils" again: until we recognize that young adolescents need programs and services appropriate to their development, until we recognize their social and economic vulnerability, and until we look squarely at ourselves, young adolescents will continue to grow up forgotten.

I have not made recommendations about strategies for better sex education based on these observations. That would require another hour. I do hope I have stimulated you to consider some new approaches, or some modifications to present approaches. Because in spite of all adversity and opposition and apathy, one thing is certain: young adolescents need you.